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TEAM TEACHING IN ELEMENTARY GRADES.

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INFORMATION ON THE PRACTICE OF TEAM TEACHING IN THE ELEMENTARY GRADES DRAWN FROM A SURVEY OF SCHOOL SYSTEMS HAVING SUCH PROBLEMS IS PRESENTED IN THIS CIRCULAR. OVER 400 SCHOOL SYSTEMS WITH ENROLLMENTS OF 12,000 AND ABOVE WERE INITIALLY SURVEYED, AND THE 169 WHICH INDICATED THEY USED SOME TEAM TEACHING WERE SENT QUESTIONNAIRES. THE PROGRAMS OF 76 OF THESE SYSTEMS WERE FELT TO MEET THE DEFINITION OF TEAM TEACHING GIVEN ON THE QUESTIONNAIRE. THE NUMBER OF STUDENTS INVOLVED WAS USUALLY A SMALL FRACTION (LESS THAN 20 PERCENT) OF THE TOTAL ENROLLMENT, AND THE PRACTICE WAS MOST FREQUENTLY USED IN THE UPPER GRADES (FIVE THROUGH EIGHT). THE MOST COMMON TEAM COMPOSITION WAS TEACHERS OF DIFFERENT SUBJECTS AT THE SAME GRADE LEVEL. THE SIZE OF CLASSES WAS OFTEN ADJUSTED ACCORDING TO THE SUBJECT TAUGHT; AND MOST OF THE SCHOOLS HAD SPECIAL BUILDING FACILITIES AVAILABLE. A LIST OF ADVANTAGES AND DISADVANTAGES CLAIMED FOR TEAM TEACHING IS QUOTED FROM A RECENT ANTHOLOGY ON ELEMENTARY SCHOOL ORGANIZATION. A SUMMARY OF THE QUESTIONNAIRE DATA IS GIVEN FOR EACH OF THE 76 SYSTEMS, TOGETHER WITH SOME OF THE COMMENTS MADE BY THE RESPONDENTS. A SELECTED BIBLIOGRAPHY OF 31 ITEMS IS INCLUDED, AS IS A COPY OF THE QUESTIONNAIRE USED IN THE SURVEY. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. ORDER CIRCULAR NO. 9, 1965. (DR)

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EDUCATIONAL RESEARCH SERVICE Circular

Circular No. 9, 1965 December 1965

ED020800

TEAM TEACHING IN ELEMENTARY GRADES

Traditional teaching methods are yielding in many schools to new patterns of classroom organization designed to make the best possible use of each teacher's particular talents and abilities. Possibly no other pattern of teacher utilization has received more attention or stimulated more discussion than has team teaching. When the concept of team teaching first began to emerge, much of the interest was focused on its use in secondary schools. More recently, the practice has appeared in the elementary grades, often on an experimental basis.

To identify school systems in which team teaching was used to any extent in elementary grades in 1964-65, the Educational Research Service sent postal card inquiries to more than 400 systems with enrollments of 12,000 and over. A detailed questionnaire was sent, in May 1965, to the 169 systems which indicated on the card that some team teaching was used. The questionnaire items are reproduced on pages 18-19.

This Circular reports features of 76 programs which, from the questionnaire replies, appear to meet the definition of team teaching given on the survey form, which was as follows:

> Students have more than one teacher, but (as opposed to departmentalization) the teachers are organized as a team for the instruction of the students. The team engages in teaching one or more of the academic subjects <u>together</u>, with specific duties and responsibilities assigned to each member.

The following figures indicate the size of the school systems operating the team teaching programs described in this Circular:

October 1964 enrollment	Number of systems
100,000 and over	9
85,000 to 99,999	2
70,000 to 84,999	2
55,000 to 69,999	4
40,000 to 54,999	12
25,000 to 39,999	6
10,000 to 24,999	41
	76

The 76 systems are listed in the table beginning on page 6, which provides a general picture of the extent and nature of elementary-school team teaching in each system. From this table and the figures shown above, it is evident that the programs are well distributed geographically and among communities of various sizes.

<u>Number of students in team teaching programs</u>. In general, the team teaching programs described in this report involve only a small proportion of the elementary pupil enrollment.

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Table A

GRADE LEVEL DISTRIBUTION OF TEAM TEACHING IN 76 SCHOOL SYSTEMS

Grade level	Number of systems	Percent of 76 systems
1	2	3
Kindergarten	2	3%
Grade 1	30	39%
Grade 2	27	36%
Grade 3	33	43%
Grade 4	40	53%
Grade 5	54	70%
Grade 6	59	78%
Grade 7[a/]	8	11%
Grade 8[a/]	7	9%

a/ Includes only the school systems (fewer than one-fifth of the total) where grades 7 and 8 are included in the elementary schools)

Only four systems have more than 20 percent of their students enrolled in such programs. In one of the four--Brevard County, Florida--100 percent of the elementary pupils receive team instruction.

Grades in which team teaching is used. As can be seen in Table A, all of the elementary grades--including kindergarten--are represented in the replies to the question regarding grades in which team teaching plans are operated. However, this method seems to be used most often in the upper elementary grades. For example, 54 of the 76 school systems use team teaching to some extent in grade 5, and 59 use it in grade 6. The lower incidence shown for grades 7 and 8 reflects the fact that fewer than one-fifth of the systems whose programs are described here include the seventh and eighth grades in their elementary schools.

Subjects taught by teams. Column 3 of the system-by-system table shows the subjects in which team teaching is applied. It will be noted that a number of the respondents stated that "all subjects" are taught by teams, while many others provided lists of specific subjects which include a major part of the elementary curriculum.

A tabulation of the subjects listed specifically by respondents reveals that the various aspects of language arts are taught by teams in 39 school systems; that 38 use teams for social studies; and that mathematics and science are team subjects in 36 systems.

Apparently, the responding systems included find no particular subject area peculiarly favorable to team teaching. Possibly the choice of subjects is to a great extent dependent upon the abilities and interests of the teachers involved. Other subjects listed by a few systems as being included in team teaching are foreign language, physical education, health, music, and art.

Team personnel. Items 2 and 3 on the questionnaire dealt with the personnel making up the teaching teams. Respondents were asked to indicate the teaching membership of the teams. As can be seen in Table B, the type of team reported most frequently was made up of teachers of different subjects, at the same grade level. Over half of the systems reported that special subject teachers are included on teams along

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with teachers of regular academic subjects.

The typical teaching team includes one or more persons in addition to teachers. Student teachers are team members in 44 of the 76 systems, while members of the school administrative staff are found on teams in 36 of the systems. Next most frequently mentioned are librarians (33 systems) and teacher aides (29 systems). Guidance personnel and parents are team members in over a dozen systems. Other personnel mentioned by respondents include high school work-experience students, resource teachers, TV teachers, college consultants, and community resource people.

Features of team teaching programs. The fourth item on the questionnaire listed 11 procedures or policies which might apply in a team teaching situation. Respondents were asked to indicate, by checking, all of the statements that applied to team teaching in their elementary schools. Table C summarizes the responses.

In the great majority of the 76 systems, both large- and small-class groupings are used, indicating that class size for team teaching is often adjusted according to the nature of the subject matter being presented. Special building facilities are available in 49 of the systems to make team teaching practicable.

Dealt with separately in Item 6 of the questionnaire is the matter of scheduling time for planning by the teaching teams. Such time is provided during regular school hours in 17 of

Table B

TEACHING TEAM PATTERNS IN 76 SCHOOL SYSTEMS

Teacher personnel on teams	Number of school systems reporting					Total
	Used most frequently				Used least frequently	
Teams include teachers of different subjects at the same grade level (for example, a science teacher and a social studies teacher working with a sixth-grade class)	42	10	4	...	...	56
Teams include special subject teachers as well as teachers of academic subjects (for example, music and art teachers on a social studies team)	14	17	9	1	...	41
Teams include teachers of different subjects at different grade levels (for example, a fifth- and sixth-grade team with one teacher responsible for science and another for social studies)	18	14	3	...	1	36
Teams include teachers of one subject at one grade level (for example, a fifth-grade social studies team of three teachers)	10	1	1	...	...	12
Teams include teachers of one subject at different levels (for example, a science team made up of a second-grade teacher and a third-grade teacher)	4	5	2	1	...	12

the systems. Planning is scheduled after school hours in 26 systems, while 25 set aside time both during and outside school hours for team meetings and planning activities. Eight systems reported that their teams have no scheduled planning time. In Eugene, Oregon, school is dismissed at 2:30 P.M. each Wednesday to provide additional planning time. Bellevue, Washington, offers extended contracts to team teaching personnel so that concentrated planning and material preparation may be accomplished during the summer months.

Additional information. At the end of the survey form, respondents were asked to add any information or comments regarding their team teaching programs which had not been brought out in their replies to the preceding questions. Some of the responses to this invitation are reproduced in the section beginning on page 13 of the Circular. Also in this section are several excerpts from brochures which accompanied the questionnaire replies.

In these comments and excerpts, proponents of team teaching at the elementary level will find some support for their views. Also brought out are a few of the inadequacies of the team teaching approach. However, a much more comprehensive list of advantages and disadvantages appears in a recently published collection of readings on innovations in elementary school organization:

"The advantages claimed are that:

- Superior teachers can exercise greater influence in the school and still remain in classroom teaching.

- Team teaching facilitates grouping because the basic group is so large that small groups can easily be formed for almost any purpose and there are enough really bright students to make advanced projects feasible.

- During large group teaching periods other teachers are freed for small group work, lesson planning, and parent-teacher conferences.

Table C

SPECIAL FEATURES OF 76 TEAM TEACHING PROGRAMS: INCIDENCE OF USE

Feature	Number of systems	Feature	Number of systems
Large-group instruction is used (larger than normal class size)	66	Personnel is ASSIGNED to teaching teams	35
Small-group instruction is used (smaller than normal class size)	65	Teams of teachers provide the entire offering of subjects to some classes	32
Team teaching is used with some subjects on a year-long basis	56	Team teaching is used in conjunction with ungraded classes	27
Special facilities (for example, double classrooms with sliding partitions) have been provided for team teaching	49	Team teaching is used in conjunction with departmentalization	26
Teaching teams are made up of VOLUNTEERS	36	Team teaching is used for certain units in the course of study, but not throughout the year	21
		Team LEADERS receive extra pay	7

• Pupils spend more of their school time receiving instruction than when they are in self-contained classrooms.

• More extensive use is made of visual aids than would be in self-contained classrooms, wherein the teachers lack the time and sometimes the knowledge to use these resources.

• There is more efficient use of space, materials, and equipment.

• Teachers find it helpful to exchange information in viewpoints on various problems.

• Evaluation is the combined judgment of several teachers and thereby improves the process of pupil appraisal.

• It furnishes an impetus to improve curricula.

• It may be very effective for training student teachers.

• The beginning teacher is not isolated; he has supervision and help from experienced teachers.

• Part-time teachers with special competencies can be employed even though they are not able to instruct full days.

• During a member's illness, the others can fill the void with less loss of instructional time than when a substitute comes into a regular classroom and often does nothing more than 'baby sit.

• The teacher works harder on improving the instructional ability of a team.

"The disadvantages claimed are that:

• The frequency and intensity of contact of the team members leads to complex problems of human relations.

• The problem of status pyramiding of teachers under a team chairman works against a healthy climate.

• Inherent in the flexibility of team teaching is the fact that much time and effort must be spent on the complexities of scheduling and planning all the group and individual activities.

• Mechanical aspects of evaluation may be more difficult.

• Questions children have during large group lectures or demonstrations must wait until later.

• Opportunities for pupil leadership may be lost because of the complexities of the program and the size of the group.

• Noise may be a problem in a large group or when several small groups are working in one room.

• Instruction tends to become more lecture-type and formal.

• Interaction between the superior teachers and the learners (especially in the hierarchal plan) may be minimal and the contacts that learners have with teachers may be limited to the teachers of lesser competence.

• It is very difficult to find teachers with the special competencies and high qualifications necessary for team leaders and senior teachers.

• It will probably cost more since the team leader and the senior teacher will be paid more, secretarial help is usually provided, and new buildings with adjustable space are needed."1/

"Of all the ideas to come out of the current reappraisal of the ends and means of the elementary school, one of the fastest to capture both professional and public attention is the idea of team teaching. In the ordinary meaning of language the term suggests merely a kind of cooperation among teachers; but in the meaning it is now being given, it is much more. It is a way of organizing a school, a way of utilizing staff, a way of using space and equipment. It is, in short, a considered and pointed response . . . to the nation-wide cry for quality in education."

--Stuart A. Dean, in "Team Teaching: a Review," School Life, September 1961.

1/ Hillson, Maurie, and Karlson, Romona, compilers. Change and Innovation in Elementary School Organization. Part IV. "Team Teaching, Team Learning, Coordinate and Collaborative Teaching." p. 165-67. Copyright © 1965 by Holt, Rinehart and Winston. $3.95. Reproduced by permission.

ELEMENTARY TEAM TEACHING IN 76 SCHOOL SYSTEMS, 1964-65

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
MESA, ARIZ. (15,893)	1,4,5	No reply	C,E	No reply	8,648	258	3%
ANAHEIM, CALIF.--Elementary School District (15,295)	5,6	All subjects	D	Teacher aides	15,295	1,800	12%
AZUSA, CALIF. (12,848)	7,8	Mathematics, science, language arts	C	No reply	9,841	1,826	19%
COVINA-VALLEY SCHOOL DISTRICT, COVINA, CALIF. (17,939)	1-6	All subjects	B,C,D	Administrative staff, guidance personnel, student teachers, teacher aides	10,441	775	7%
CUPERTINO, CALIF.--Elementary School District (20,168)	1-8	All subjects in grades 1-6; social studies in grades 7 and 8	A,C,D	Administrative staff, guidance personnel, student teachers	20,168	1,041	5%
DOWNEY, CALIF. (20,549)	5,6	Language arts, social studies, mathematics, science, foreign language	C,D,E	Administrative staff, student teachers, parents	10,525	290	3%
GARDEN GROVE, CALIF.--Elementary School District (24,720)	4-6	Reading, language arts, foreign language, science, mathematics, social studies, music	B,D,E	Administrative staff, guidance personnel, student teachers	24,720	823	3%
LOMPOC, CALIF. (12,888)	1,3-6	Mathematics, science, language arts, social studies, music, art, physical education	C,E	Librarians, administrative staff, student teachers, teacher aides	8,576	375	4%
MONTEBELLO, CALIF. (23,832)	5,6	Reading, mathematics	A,B	Student teachers	14,320	455	3%

Footnote:

a/ Letters refer to teacher personnel on teams, as follows:

A = Teams include teachers of one subject at one grade level (for example, a fifth-grade social studies team of three teachers)

B = Teams include teachers of one subject at different levels (for example, a science team made up of a second-grade teacher and a third-grade teacher)

C = Teams include teachers of different subjects at the same grade level (for example, a science teacher and a social studies teacher working with a sixth-grade class)

D = Teams include teachers of different subjects at different grade levels (for example, a fifth- and sixth-grade team with one teacher responsible for science and another for social studies)

E = Teams include special subject teachers as well as teachers of academic subjects (for example, music and art teachers on a social studies team)

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching team		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
MONTEREY, CALIF. (14,635)	4,5,6	No reply	D	Administrative staff, guidance personnel, student teachers, teacher aides, parents	...	600	...
SACRAMENTO, CALIF. (49,867)	5,6	Library, science, physical education, music	D	None	28,074	150	1%
SAN JOSE, CALIF. (29,538)	2,3,5,6	All subjects	C,D	Student teachers	17,306	535	3%
SAN JUAN SCHOOL DISTRICT, CARMICHAEL, CALIF. (49,100)	3-6	Science, social studies, physical education, music, art, Spanish	A,B,C,D,E	Administrative staff, student teachers, parents	33,918	630	2%
SANTA ANA, CALIF. (24,351)	5,6	Spanish, social science, science, music, art, physical education	B,C	Teacher aides, high school work experience students	24,351	3,235	13%
JEFFERSON COUNTY SCHOOL DISTRICT R-1, LAKEWOOD, COLO. (49,078)	4,5,6	Reading, science, social studies, mathematics, music, art, physical education	E	Librarians, student teachers, teacher aides	29,208	1,415	5%
NORWALK, CONN. (15,502)	K-6	All subjects	C,D,E	Student teachers, teacher aides	9,746	2,794	29%
WEST HARTFORD, CONN. (Approx. 12,600)	No reply	All subjects	A,B,E	Librarians, administrative staff, student teachers, parents, speech and reading consultants	...	No reply	...
BREVARD COUNTY, FLA. (P.O., Titusville) (45,451)	1-6	All subjects	C,D	Librarians	26,869	26,869	100%
DADE COUNTY, FLA. (P.O., Miami) (197,524)	No reply	Science, arithmetic, language arts, social studies, art, music	D,E	Librarians, administrative staff, guidance personnel, student teachers, teacher aides, parents	109,374	No reply	...

a/ Key in footnote on Page 6.

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
DUVAL COUNTY, FLA. (P.O., Jacksonville) (116,848)	6	Language arts, social studies, modern mathematics	C	None	...	90	...
POLK COUNTY, FLA. (P.O., Bartow) (47,171)	1-6	Social studies, science, language arts, mathematics	C,D	Librarians	26,574	1,531	6%
DE KALB COUNTY, GA. (P.O., Decatur) (62,814)	1-6	All subjects	C,D,E	None	40,976	1,271	3%
HAWAII--entire state (157,633)	1-6	All subjects	C,D,E	Student teachers, teacher aides	93,068	2,450	3%
SOUTH BEND, IND. (35,627)	6-8	Language arts, social studies, science, mathematics	D	Librarians, student teachers	25,641	333	1%
VIGO COUNTY SCHOOL CORPORATION, TERRE HAUTE, IND. (23,313)	2	Language arts	E	Librarians	12,437	90	1%
FAYETTE COUNTY, KY. (P.O., Lexington) (19,550)	1-6	Language arts, social studies, science, mathematics	C,D,E	Librarians, administrative staff, student teachers	11,325	780	7%
JEFFERSON COUNTY, KY. (P.O., Louisville) (66,624)	5,6	All subjects	C,D,E	Librarians, administrative staff, student teachers	36,510	867	2%
LOUISVILLE, KY.--City schools (51,093)	5,6	No reply	C,D	Student teachers, teacher aides	27,842	270	1%
ANNE ARUNDEL COUNTY, MD. (P.O., Annapolis) (54,091)	5,6	Social studies, science, literature	C,E	Librarians, administrative staff	31,206	830	3%
BALTIMORE, MD.--City schools (188,551)	K-6	All subjects	C,D	Student teachers, teacher aides	115,731	2,720	2%
BALTIMORE COUNTY, MD. (P.O., Towson) (105,687)	4,6	Social studies	C,E	Librarians, administrative staff, student teachers	57,033	215	Less than 1%
BOSTON, MASS. (93,175)	1-6	Mathematics, reading	A,C	Administrative staff, guidance personnel, student teachers, adjustment counselors	58,668	No reply	...

a/ Key in footnote on Page 6.

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
NEWTON, MASS. (18,286)	1-6	All subjects	C,D,E	Student teachers	9,598	1,790	19%
PITTSFIELD, MASS. (12,230)	3-6	Reading	B	Administrative staff, student teachers	6,807	1,181	17%
BIRMINGHAM, MICH. (15,151)	1-6	All subjects	C,D,E	Librarians, student teachers	8,425	982	12%
JACKSON, MICH. (13,362)	5,6	Science, social studies	A,C	None	7,797	100	1%
LANSING, MICH. (29,228)	5,6	Social studies, science, arithmetic, art, music, reading	B,C,D	Librarians, principals, guidance personnel, student teachers	17,013	365	2%
SAGINAW, MICH. (21,429)	4-6	Science, language arts, social studies, mathematics, music, art, physical education	C,D,E	Student teachers	12,321	1,743	14%
WAYNE, MICH. (17,640)	5,6	Reading, arithmetic, science, mathematics, social studies, language arts, foreign language	C,E	Administrative staff, student teachers, parents	11,525	374	3%
ST. PAUL, MINN. (46,059)	5,6	No reply	C,E	Administrative staff, guidance personnel, student teachers	25,729	181	1%
ST. JOSEPH, MO. (14,731)	7,8	Social science, English, science, mathematics	B,D,E	Administrative staff	10,597	270	3%
CLARK COUNTY, NEV. (P.O., Las Vegas) (54,328)	1-6	All subjects	C,D,E	Librarians, student teachers, teacher aides, special education teachers	34,326	5,280	15%
NEW YORK, N. Y. (1,062,470)	1-6	Art, music, health education, science, social studies, language arts, mathematics	E	Librarians, guidance personnel, student teachers, teacher aides	596,925	13,416	2%
SYRACUSE, N. Y. (30,046)	1-6	Reading, mathematics, social studies	C	Administrative staff, guidance personnel, helping teachers	...	2,546	...

a/ Key in footnote on Page 6.

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
ALAMANCE COUNTY, N. C. (P.O., Graham) (12,480)	1	Literature, mathematics, art, music, physical education	C	Librarians, administrative staff, guidance personnel, teacher aides, parents	8,826	80	1%
GREENSBORO, N. C. (28,764)	1	All subjects	C	Teacher aides	15,987	100	1%
HIGH POINT, N. C. (12,748)	1-3	No reply	D,E	Librarians, administrative staff, teacher aides	7,201	180	2%
NASH COUNTY, N. C. (P.O., Nashville) (13,099)	1-3	Ungraded primary program	D	Librarians, administrative staff, teacher aides, parents, college consultants	9,866	105	1%
WAYNE COUNTY, N. C. (P.O., Goldsboro) (approx. 13,000)	1	Reading, spelling, writing, physical education	C,E	Librarians, student teachers, teacher aides	...	180	...
WINSTON-SALEM/FORSYTH COUNTY, N. C. (P.O., Winston-Salem) (46,290)	1	Reading, arithmetic, science, writing, music, physical education	C,E	Administrative staff, student teachers, teacher aides	25,719	270	1%
AKRON, OHIO (58,235)	3-6	Science, mathematics, spelling, reading, social studies	C,E	Administrative staff	34,025	1,082	3%
CLEVELAND, OHIO (151,242)	1-6	Mathematics, social studies, handwriting, creative writing, spelling, language arts	A,B,D,E	Administrative staff, student teachers, teacher aides, parents, community resource people	93,732	1,005	1%
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS, OHIO (P.O., Cleveland Heights) (13,352)	4-6	All subjects	C	Librarians, administrative staff	6,819	300	4%
WARREN, OHIO (13,737)	3,6	No reply	C	Guidance personnel	8,076	155	2%
BEAVERTON, OREG. (13,710)	3-6	Language arts, social studies, mathematics, science, health	C	Librarians, teacher aides, interne teachers	7,286	530	7%

a/ Key in footnote on Page 6.

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers a/	Other personnel			
1	2	3	4	5	6	7	8
EUGENE, OREG. (19,258)	1-6	Language arts, mathematics	D	Administrative staff, student teachers, teacher aides, resource teachers, district consultants, television teachers	10,318	3,750	36%
PORTLAND, OREG. (79,031)	7,8	Language arts, social studies, science, health	B,C	Student teachers, teacher aides, clerical aides, artist-technician	54,705	870	2%
SALEM, OREG. (19,470)	3-6	All subjects	D	No reply	10,093	1,504	15%
ALLENTOWN PA. (17,810)	6	Science, mathematics, reading, English	C,E	Librarians, student teachers	9,945	540	5%
PHILADELPHIA, PA. (277,890)	4-6	Language arts, social studies, science, mathematics	C	Librarians, student teachers	161,291	750	Less than 1%
PITTSBURGH, PA. (77,688)	1-8	Language arts, social studies, mathematics, science	C,D,E	Librarians, student teachers, teacher aides, parents	47,902	21,910	46%
DARLINGTON COUNTY, S. C. (Approx. 16,000)	6	Mathematics, reading, language arts, spelling, science, English social studies, music, library use	C,D,E	Librarians, administrative staff, guidance personnel, community resource persons	...	85	...
GREENVILLE COUNTY, S. C. (P.O., Greenville) (52,140)	2,4,5,6,8	Reading, science	A	No reply	32,341	593	2%
HOUSTON, TEXAS (210,573)	1-6	Science, geography, music	A,B,E	Administrative staff, student teachers, parents	137,770	7,360	5%
SPRING BRANCH, TEXAS (P.O., Houston) (23,667)	3,4	All subjects except reading	C,E	Librarians, student teachers	11,299	205	2%
TYLER, TEXAS (15,721)	4	Social studies, science, art, music	A,C,E	Librarians, administrative staff, parents	8,569	150	2%
DAVIS COUNTY, UTAH (P.O., Farmington) (28,273)	1-6	All subjects	A,C,E	Student teachers, teacher aides	17,638	1,260	7%

a/ Key in footnote on Page 6.

ELEMENTARY TEAM TEACHING (Continued)

School system and October 1964 enrollment	Grades in which team teaching is used	Subjects taught by teams	Composition of teaching teams		Total elementary enrollment	Number of pupils taught by teams	Percent Col. 7 is of Col. 6
			Teachers[a/]	Other personnel			
1	2	3	4	5	6	7	8
ALEXANDRIA, VA. (15,926)	6	Language arts, social studies, science, mathematics	C	Librarians, administrative staff	9,997	165	2%
FAIRFAX COUNTY, VA. (P.O., Fairfax) (88,390)	1-6	Physical education, music, art, French, handwriting, mathematics, social studies	A	No reply	47,612	1,080	2%
HAMPTON, VA. (24,091)	5,6	No reply	A,B,C,E	Librarians, parents	13,862	400	3%
LYNCHBURG, VA. (12,362)	7	English, mathematics, social studies	C,E	Student teachers, teacher aides	...	100	...
NORFOLK, VA. (56,578)	1-7	All subjects	D,E	Librarians, administrative staff, student teachers	34,324	1,281	4%
RICHMOND, VA. (43,633)	5,6	Arithmetic, English, reading, science, social studies	D	Administrative staff	27,589	No reply	...
BELLEVUE, WASH. (17,622)	4-6	All subjects	C	Librarians, administrative staff	10,632	330	3%
SHORELINE SCHOOL DISTRICT, SEATTLE, WASH. (15,837)	5,6	Mathematics, social studies, language arts, music, art	D,E	Librarians, student teachers, teacher aides, teacher trainees	9,263	150	2%
CHEYENNE, WYO. (15,201)	5	Social studies, science, music	C	Administrative staff, teacher aides, parents	...	85	...

a/ Key in footnote on Page 6.

ADDITIONAL INFORMATION PROVIDED BY RESPONDENTS

Anaheim, Calif. - Elementary School District

"The Redeployment Plan is organized at twelve of the twenty-one schools in the Anaheim City School District. This plan involves a reorganization of fifth and sixth grade pupils and their teachers for instructional purposes. It makes use of instructional television as an aid to the teacher for a portion of the classroom day. Schools organized according to the Redeployment Plan have about one hundred fifty pupils involved in this program. Seventy-five pupils are fifth-grade level and seventy-five pupils are in sixth grade. The school day for these pupils is divided into two parts. One-half of the day is spent in one of three skills classrooms and the other one-half in the audio-visual resource classroom . . . . Pupils in the audio-visual resource room receive telelessons and related teaching appropriate to their grade level. The telelessons are used as a teaching aid by the teachers in this room the same as they are used as an aid by teachers in conventionally organized classrooms . . . .

"Five teachers and a teacher's aide are assigned to the Redeployment Plan. Two of these teachers instruct all day in the audio-visual resource room and the other three teachers have full day assignments in the skills classrooms. A skills classroom teacher has a group of twenty-five fifth grade pupils during the morning hours and a similar group of sixth grade pupils in the afternoon. The two audio-visual resource teachers work as a teaching team. Usually one acts as a lead teacher for the fifth grade and the other as a lead teacher for the sixth grade with each assisting the other. The teacher's aide assists this group of teachers by providing such services as taking attendance, filing papers, organizing teaching materials, yard duty and various other types of non-instructional service.

"A pupil in the Redeployment Plan has three teachers rather than one as in a conventionally organized classroom in the elementary school. He has a skills teacher who provides instruction in reading, spelling, handwriting, written and oral language and arithmetic. He has two resource classroom teachers who provide instruction in social studies (history, geography, civics), science, conversational Spanish, physical education, health, fire prevention, safety, music and art. The skills teachers and resource teachers meet regularly to confer about pupils they teach and to plan for a correlation and integration of subject matter in the two classrooms . . . .

"The results of this program are gratifying and encouraging. This organizational plan answers one of the perplexing problems that has plagued elementary schools for many years, that of providing smaller pupil-teacher ratios for teaching the basic three R's without greatly increasing per-pupil cost and the need for many additional classrooms. In addition, this plan provides a partial answer to the question of how the elementary classroom teacher can be proficient and expert in teaching approximately eighteen subjects. The Redeploy ent Plan divides almost in half the number of subjects the classroom teacher will teach and allows both the skills teacher and the resource teacher to become more proficient in the sub ts they present. It also takes advantage of their teaching strengths by utilizing a team approach. This gives hope to the challenge of improving instruction in the elementary schools."

* * *

Lompoc, California

"The Lompoc Unified School District has constructed five elementary schools which have three team stations each. These stations include a moveable wall between the classrooms for large group instruction and a door between the team stations to other classrooms for small group instruction. Each school has a large multipurpose room which is also utilized."

* * *

West Hartford, Connecticut

"There has been an increase in the use of programmed learning materials and in the use of photocopy equipment and overhead projectors.

"Some space has been modified to provide additional teaching stations.

"School hours are shortened one day per week to allow for in-service work and for the planning of programs."

ADDITIONAL INFORMATION (Continued)

Birmingham, Michigan (from "Philosophy of Team Teaching for the Birmingham Public Schools")

"The major purpose of team teaching is to improve the quality of instruction on the elementary level. We believe that team teaching in Birmingham will improve the quality of instruction through a highly flexible, child-centered program.

"A team of teachers can apply their cumulative strengths to the solution of problems. This pooling of resources should provide the following advantages for the teacher:

a. Improved diagnostic, planning, and evaluation procedures
b. Better in-service growth of teachers through group interaction
c. Increased opportunities for developing leadership positions within teams
d. Increased time for instructional duties for the teacher through the use of clerical aides
e. Greater utilization of skills, interests, and strengths of teachers
f. Maximum utilization of skills of associate teachers.

"The team organization and its program should provide the following advantages for the pupil:

a. Greater opportunities for meeting the individual needs of students through flexible grouping
b. Greater opportunities to develop maximum intellectual abilities
c. Increased opportunity for individual 'pacing of learning'
d. Better exposure to a variety of learning experiences
e. Increased self-motivation and self-direction
f. Greater opportunity for building spontaneity and creativity."

* * *

New York, New York (adapted from "The Team Teaching Program: An Overview")

PERSONNEL OF A TYPICAL TEAM

Three to five teachers on one grade level form the teaching nucleus of the team. One teacher serves as team leader. A team supervisor (principal or assistant principal) meets with the team. Specialists (for art, science, music, etc.), who may be assigned to the school are, in some cases, part of the team.

In addition to the above personnel, the resources of the staff in the central office may be used. For example, the science consultant, curriculum assistant, district librarian, reading consultant or others may be called upon. Assistance may also be obtained from the handwriting consultant, the teacher-training coordinator, and others at the board of education offices.

KEY ASPECTS OF THE PROGRAM

A. The Curriculum.

The team selects such specific curriculum areas for team teaching as music, art, science, health education, social studies, and aspects of language arts. The instructional program is planned and implemented cooperatively for these selected areas. The team usually initiates the program in two or three areas. At the present time, reading and mathematics are still planned and implemented by the self-contained classroom teacher.

B. The Organizational Pattern.

Two basic patterns for team organization have emerged:

1. Structured schedule. A master schedule is developed with a fixed number of large-group and small-group classes, with self-contained follow-up periods. Although the schedule is followed on a week-to-week basis, modifications may occur as an outgrowth of team planning.

ADDITIONAL INFORMATION (Continued)

New York, New York (Continued)

2. Open schedule. A blank duplicated form listing time periods and days of the week is utilized during planning sessions to record decisions concerning team activities. The schedule varies from week-to-week to reflect team planning.

C. Cooperative Planning Sessions.

The team meets to plan the instructional program, to plan for flexible grouping, and to evaluate program development and teacher growth. Talents, skills, and abilities of team members and specialists are utilized. Supervisors in team schools provide time for cooperative planning during the school day.

D. Flexible Grouping Procedures.

Children and teachers are deployed in groups of various sizes to meet specific instructional needs. The team plans for the following teaching patterns:

1. Large-group instruction. Large-group situations are an integral part of the development of the team teaching program. It should be clearly noted that the large-group pattern is but one phase of the project and that teams have devoted from 6 to 10 percent of the total instructional time to large-group teaching. Large-group instruction may be defined as any situation where the equivalent of more than one class is combined for instruction. Large group lessons are developed in areas such as language arts, social studies, science, art, and music.

2. Small-group instruction. Another basic aspect of the team approach is the recognition of individual needs. Opportunities for team teachers to carry on an instructional program with small groups are provided at varied intervals during the week. Small groups vary in size from five to twenty and are formed as an outgrowth of team planning for remedial purposes or for providing enrichment to selected children. Small groups are usually filtered off from large-group instruction situations. Caution must be exercised in removing a child from a large-group situation. Consideration must be given to the relative value to the individual child of large-group lessons as compared to instruction in the small group. Significant, too, is the attitude the child has toward leaving the large-group lesson. Experience has shown that it is undesirable to have the same group of children always removed from a large-group situation, regardless of the value of the small-group instruction.

Small groups have been designed for remedial purposes in such selected areas as art, music, science, reading, mathematics, and oral language development. Talent groups have been formed in art, music, science, and creative expression.

3. Self-contained instruction. The team is responsible for planning appropriate activities for each self-contained class in order to differentiate the instruction to meet the needs of children in classes organized on a homogeneous basis.

* * *

Cleveland, Ohio

"When the pilot experiment in team teaching was begun in Cleveland, the teachers were handicapped because of the lack of appropriate teaching aids and the lack of space needed for the mass meetings. It was a time-consuming task to make the necessary preparations for their lessons. With the help of the coordinator of the team teaching experiment, many items of necessary equipment were obtained, such as overhead projectors and copying machines. These lessened the teachers' burden and contributed much to the success of the mass meetings. 'Motion picture and filmstrip projectors were also of great value.

"Television and radio lessons presented in our system served also as a means of providing additional teaching techniques. Because of the use of television, radio, and resource persons, it was possible to have enrichment and remediation classes in this pilot study. Resource persons were supervisors from the system, businessmen from the area, and members of the community who presented interesting lessons in their particular field.

ADDITIONAL INFORMATION (Continued)

Cleveland, Ohio (Continued)

"The following resource persons were utilized: art museum teachers; health museum teachers; natural science teachers; supervisors of mathematics, safety education, and science; and school doctors, nurses, and dentists. Also participating were representatives of the Historical Museum Services, the Metropolitan Park System, the Cleveland Automobile Club, the Dairy Council, and the National Aeronautics and Space Administration. The services of these people were of great value in making the project most worthwhile.

Later in the program, a teacher aide was employed for each team and a $50 budget was allocated to cover special expenses incurred in the experiment."

* * *

Lynchburg, Virginia

"The Lynchburg school system has embarked on an ambitious building program that will be concluded in the next few years. This program has provided us with feasible plants that contain flexible areas suitable for large group instruction as well as small group and individual instruction. We have tried to take advantage of these facilities on an experimental basis at the seventh-grade level in two or three of our elementary schools.

"Audio-visual equipment and flexible materials are essential for team teaching. In addition, we have used several varieties of programmed materials, especially in mathematics and English. Our approach to team teaching has been an intra-departmental approach. In our situation this has proven more favorable than a single department approach to team teaching.

"Starting in September 1966, all of the seventh grades in the city will be using a team-teaching approach with two-hour block scheduling. Our teaching teams will be composed of two professional teachers, two student teachers, and two teacher aides per fifty students."

* * *

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NOTE: The following items on team teaching in elementary grades constituted one section of a more extensive questionnaire which also included questions on elementary school departmentalization (see ERS Circular No. 7, 1965, Departmentalization in Elementary Schools. 24 p. $1.):

ELEMENTARY TEAM TEACHING

Definition of team teaching: Students have more than one teacher, but (as opposed to departmentalization) the teachers are organized as a team for the instruction of the students. The team engages in teaching one or more of the academic subjects together, with specific duties and responsibilities assigned to each member.

1. Indicate the approximate number of schools, team teachers, teams, and pupils participating in team-teaching projects, for each grade.

GRADE	SCHOOLS	TEACHERS	TEAMS	PUPILS
Grade 1	_____	_____	_____	_____
Grade 2	_____	_____	_____	_____
Grade 3	_____	_____	_____	_____
Grade 4	_____	_____	_____	_____
Grade 5	_____	_____	_____	_____
Grade 6	_____	_____	_____	_____
Grade 7 } If included in elementary schools	_____	_____	_____	_____
Grade 8 } If included in elementary schools	_____	_____	_____	_____

2. Indicate which of the following are characteristic of the way in which teachers are placed on teams in your system. (Place a 1 by the type most often used, a 2 by the type next frequent, etc.)

(Please note that personnel other than teachers is covered in Question 3.)

_____ Teams include teachers of one subject, at one grade level

_____ Teams include teachers of one subject, but different grade levels

_____ Teams include teachers of different subjects at the same grade level

_____ Teams include teachers of different subjects and different grade levels

_____ Teams include special subject teachers (art and music, for example) as well as teachers of academic subjects.

_____ Other combinations _____

3. Please indicate which of the following personnel (in addition to teachers) may be found on teaching teams in your elementary schools.

_____ librarians _____ student teachers _____ other

_____ administrative staff _____ teacher aides _____

_____ guidance personnel _____ parents _____

(Continued on next page)

- 2 -

4. Please check all of the following statements which apply to team teaching in your elementary schools.

_____ Team teaching is used in conjunction with ungraded classes

_____ Team teaching is used in conjunction with departmentalization

_____ Large group instruction is used (larger than normal class size)

_____ Small group instruction is used (smaller than normal class size)

_____ Special facilities (for example, double classrooms with sliding partitions) have been provided for team teaching

_____ Team teaching is used for certain units in the course of study, but not throughout the year

_____ Team teaching is used with some subjects on a year-long basis

_____ Teams of teachers provide the entire offering of subjects, to some classes

_____ Personnel is assigned to teaching teams

_____ Team teaching teams are made up of volunteers

_____ Team leaders receive extra pay for this duty.

5. Indicate the subjects in which elementary team teaching is used:

6. Do teaching teams have a scheduled planning time:

_____ during regular school hours

_____ outside of regular school hours

_____ no scheduled planning time

7. The space below has been provided for a description of other features of team teaching in your system which may not have been covered in the questionnaire. We are especially interested in a description of any special materials, equipment, or facilities which may have been provided for team teaching.

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